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THE ELEMENTARY SCHOOL TEACHER AND COURSE OF STUDY

JULY, 1902

SYLLABI OF COURSES IN THE SCHOOL
OF EDUCATION, SUMMER QUARTER,
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APPLIED PEDAGOGY.

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THIS course consists of a series of discussions on the school as community life.

Education is the all-sided growth of the individual, physical, mental, and moral. Community life is the ideal of education, because it is the only ideal great enough to provide for this all-sided development of the individual.

Community life is that state of society in which every individual member orders his conduct with reference to the good of the whole; the whole being so constituted as to necessitate the highest development of its members.
— *Colonel Parker.*

I. Organization of school life on a basis of —

1. Work—doing things for which the pupils feel a social need, as: (a) Gardening; cooking; working in wood and metal; clay-modeling; sewing; weaving; bookbinding; printing; photography. (b) Housekeeping, sanitation, and ventilation; care of grounds and neighborhood; decoration of school building. (c) Social entertainments; recognition of child's interests and emotions; parties; morning exercises; glee clubs; plays and games; observance of special celebrations, such as Christmas, Thanksgiving, Decoration Day, Valentine's Day, including the making of Christmas and birthday presents.

2. The study of human activities in the outside world which help children to interpret their own experiences through (a) industrial excursions; (b) news-

papers, books, periodicals, and pictures; (*c*) municipal government (in its largest sense); (*d*) civic and social life of the city.

3. The study of nature, through (*a*) field excursions, to give opportunity for contact with nature, to arouse and answer questions; (*b*) care of animals

II. The curriculum.¹

I. GRAMMAR GRADES.

1. *History and civics*.—Use of history in studying the present social conditions. What history shall be selected for study? Industrial history; political history. At what age are pupils interested in it? Its relation to social and industrial life. Civics as an aid to self-government. Current events. Excursions, social and industrial, how to conduct them. Use of the information gained and the material collected. The stereopticon. Relation of geography to history.

2. *Science*.—Different aspects of this subject. Observation of nature; purpose. The landscape. Relation of reading to observation. Inferences. Study of the applications of science in the industrial arts of the community. Management of the class: (*a*) In the field: preparation; number of pupils in the class; order; use of material collected; expression. (*b*) In the laboratory: purpose and place of laboratory work; grouping; directions; amount of noise in laboratory; care of laboratory.

3. *Geography*.—Influence of topographic environment upon life. The evolution of that environment. Political geography. Commercial geography. Field work. Use of pictures. Maps. Sand and chalk modeling.

4. *Home economics*.—The study of the house and its evolution. Care of the home: plumbing, heating, ventilating, and lighting. Food: selection, preparation, and cost. Home relations.

5. *Literature and reading*.—What determines the selection for study. Oral reading. Effect of dramatic reading: (*a*) upon thinking; (*b*) upon the emotions; (*c*) upon acting. Dramatization of stories. Morning exercises. Special exercises—Thanksgiving, Christmas, Washington's birthday, Decoration Day, Commencement.

6. *Mathematics*.—Some results of number teaching. Some defects in teaching. The application of number to history, geography, nature study; teaching correlated number. Geometry in the industrial arts. Generalized number. To what extent can mathematics be correlated in the grammar grades?

7. *Music*.—A means of self-expression. Choice of songs. Notation; how introduced; with what motive. Scale relations and melodies.

¹ In this outline the topics for discussion have been grouped together for convenience, but in the presentation the modes of study and expression—reading, writing, drawing, etc.—will receive equal attention throughout the course with such subjects as geography, nature study, and history.

8. *Physical training.*—Does the body indicate normal development for age? Laws of growth and development. Characteristics of adolescence. Physical habits; standing position; position of body for reading, writing, and singing. Condition of sense organs. School hygiene: seating, lighting, heating, and ventilating. School diseases. Defects, mental, moral, and physical.

9. *Expression.*—Necessity for expression. Effect of expression. The modes of expression; painting, drawing, making, modeling, music, oral reading, speech, writing. Value of each. Acquirement of skill. Place of drill. Penmanship. Economy of effort. Preparation and care of materials used. Management of painting and drawing exercises.

II. PRIMARY GRADES.

1. *History.*—Life and interest of the children the determining guide in the work. Work of a year outlined and discussed: (*a*) meaning of the home to children, its comforts, etc.; (*b*) construction by children of simple models of a house which would protect them in each season; (*c*) comparison of their work with that of other peoples—Indians, Eskimos, Pilgrims, etc.; (*d*) influence of environment upon the life and work of a people.

2. *Literatures.*—(*a*) The selection, adaptation, and telling of stories; (*b*) the place of myths and fairy-stories in a course of study; (*c*) discussion of a suggested list of stories told in connection with nature study, history, geography, etc.; (*d*) basis of the selection of such stories; (*e*) effect of good literature upon speech and written expression; (*f*) its intellectual reaction upon observation. Stories of industry and invention. Necessity precedes invention, and these stories are given when the children have made sufficient observation to enable them to understand the invention. Stories which embody ideals of courage, generosity, patience, strength, wisdom, unselfishness, kindness to animals, are selected, for the reason that the children imitate what they admire, and for the unconscious influence thus exerted upon character.

3. *Domestic science and arts.*—(*a*) Value of the primitive industries and arts in the early education of children; (*b*) the importance of simple work in school economics, sanitation, and hygiene in establishing an ideal of the primary conditions of good health in a community; (*c*) cooking, sewing, and making in wood, discussed from an educational point of view; (*d*) the necessary correlation of such work with the central subject of study; (*e*) discussion of the necessary equipment and illustrations of the kinds and cost of materials used in various schools.

4. *Nature study.*—Discussion of outlines in nature study, illustrated by the experiments and expression of the children in the primary grades. (1) Subject-matter: (*a*) fitted to bring children into contact with nature's phenomena. (2) Subject-matter: (*a*) relating to the necessities of life—food, air, water, hygienic living, etc.; (*b*) relating to the industrial arts of the community; (*c*) relating to the æsthetic development of the children.

(3) Expression; relation of reading and writing to such study. (4) Necessity of number (illustrated by work with the children). (5) Field trips; considered as the foundation of work in the schoolroom; (*a*) use of experiments; (*b*) study of types of landscape in the vicinity—swamp, lakeshore, dunes, etc.; (*c*) purpose of such study.

5. *Number*.—(*a*) Its place in the life of a child; (*b*) discussion of the number required for clear imaging in nature study, geography, and history; (*c*) the teaching of processes and arithmetical facts to little children; (*d*) the place of drill; (*e*) outline of a year's work in number with a class of primary children.

6. *Seat-work*.—(*a*) Essentials; kinds of work which arouse the best independent efforts of the children; (*b*) standpoint of criticism; (*c*) choice of material; (*d*) discussion of a detailed outline of seat-work for a year; (*e*) the probable results in habits, taste, knowledge, and skill; (*f*) discussion of models made by the children.

NOTE.—The teachers will be given an opportunity to make any or all of these articles—books, boxes, envelopes, tools, and apparatus—under the direction of the manual-training department.

7. *Reading*.—(*a*) Its purpose; (*b*) methods of teaching reading compared; (*c*) relative value of oral and silent reading in the schoolroom; special function of each; (*d*) mechanics of reading; teaching new words, and words the meaning of which it is not easy to make clear, such as connectives and some adjectives and pronouns; necessary repetition of words; use and place of phonics; use of the dictionary; (*e*) preparation of a good reading lesson; (*f*) discussion of typical reading lessons; reading for comparison of observation and experience, for information, for delight in expression; (*g*) the place and purpose of a reading recitation, or lesson upon the daily school program; the final test of a good reading lesson.

8. *Expression*.—(*a*) Value of the various modes of expression in a child's development; (*b*) the reason for choice—from the child's standpoint, from the adult's; (*c*) relation between a child's oral and written vocabulary; (*d*) economy in the teaching of language, spelling, grammar, punctuation, and capitalization; (*e*) methods of teaching writing compared; (*f*) comparison of the purpose and basis of this form of expression with those of drawing, painting, modeling, and dramatic action; (*g*) necessity and place of drill, and direction in all expression work; (*h*) the influence upon children of songs, games, gymnastics, manual training, and dramatization of stories; effect of artistic surroundings.

9. Final discussion of courses of study for the primary grades. Values compared: (*a*) the ideal of the teacher; (*b*) the governing motive of the children; (*c*) the self-activity exercised by the children; (*d*) the kind and quality of expression necessitated; (*e*) the habits established by the work; (*f*) the intrinsic value of the subject-matter; (*g*) the results in knowledge;

(*h*) the results in skill; (*i*) the amount of drill required, etc.; (*j*) the recognition and treatment of natural fatigue and of temporary weakness; (*k*) the recognition and treatment of physical, mental, and moral defects; (*l*) the recognition and treatment of the child's individual interests and marked peculiarities.

III. School management.

1. The daily program: Should it be flexible or fixed? Grouping of pupils. Basis of promotions.

2. Order: What it is. Its relation to the ideal of education. Self-government. How far is it possible? Liberty *versus* license. Relation of privilege to responsibility. Relation of school democracy to national democracy. Is a democratic school organization for purposes of government advisable?

IV. Relation of school to organized society.

PEDAGOGY OF THE KINDERGARTEN.

BERTHA PAYNE.

THERE is, undoubtedly, great need of unifying the work of the kindergarten and the primary teacher. This need becomes greater as kindergartens multiply within the limits of the public school system. In spite of all that has been said on this subject during the past few years, a tour of visitation reveals the fact that the unification is yet far from being realized. The claim of the kindergarten is that it stands for certain definite principles that should obtain in all education. The consciousness of the possession and use of these truths by the kindergartner is in danger of isolating the kindergarten and putting the kindergartner in a class by herself, unless she looks into the work to be done just beyond her own sphere and tries to understand its meaning and its methods. To the primary teacher looking backward is equally helpful. The ideal training for each is to include practice above and below, and not preparation for work within one narrow limit.

The purpose of this course is to enable the students to take a view of both grades in perspective; to see the growing child both in the kindergarten and the grades; to ascertain the change in treatment demanded by a larger development of powers and interests; to follow the adaptation of subject-matter; and to